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AUTHOR Easley, Edgar M.
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ABSTRACT

A study representing a new level of involvement in the problem of dropout prevention is presented. The point is made that a dropout generally is a person who does not see his public education as related to his particular needs or goals. Recommendations of the study are: (1) Establish a regularized school-community input and feedback system to enable parents, students and community persons to provide both input and feedback related to curriculum and teaching methodologies; (2) Institute a comprehensive and coordinated pre-school program to diagnose, remediate, and alleviate learning difficulties in pre-school children; (3) Provide experiences to ease the transition from elementary to junior high schools; (4) Introduce added vocational majors and courses into the high school and added academic offerings into the vocational school; (5) Establish a comprehensive Secondary Academy and Adult Education Center to afford opportunities for students 17 years of age or older to attend classes that would earn high school credit; and (6) Change the class organization for the junior and senior high schools to allow small groups of students to progress throughout their secondary school program with the same home room teacher, core-subject teachers and the same counselor. (Author/CK)

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STUDY & RECOMMENDATIONS

drop out prevention

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Spartanburg, S.C.

DROP OUT

STUDY and RECOMMENDATIONS

FINAL REPORT

FINDINGS OF A DROP-OUT PREVENTION STUDY OF THE SPARTANBURG CITY SCHOOLS AND RESULTANT RECOMMENDATIONS

By: Edgar M. Easley

Submitted to: Dr. Joseph McCracken, Supt.
Spartanburg Public Schools,
District Seven, Spartanburg,
South Carolina

Study Funded by: Mr. James Thomson, Director
Spartanburg Model Cities Program

October 1, 1971

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INTRODUCTION

This study and report is the result of a contract for services to the Spartanburg City Schools paid by funds of the Spartanburg Model Cities Program. The study and follow-up activity took place in Spartanburg, Atlanta and Washington, D. C. The basic findings of the study were presented to the staffs of both the Spartanburg City Schools and the Spartanburg Model Cities Program in June 1971. That presentation was also attended by both Regional and National representatives of the U. S. Office of Education, Regional representatives of the U. S. Department of Health, Education and Welfare, and a Regional representative of the U. S. Department of Housing and Urban Development.

Contained in this document is the final report and recommendations of the Drop-out Prevention Study. Following review of the study by the administration of the Spartanburg City Schools, the staff of CES/Communication and Education Services will assist personnel of the school system to prepare applications for federal funds in any of the program areas recommended in this report. Also, if the school administration should choose to publicize the findings and recommendations of this report, CES will prepare an audio-visual presentation of 35mm color slides and recorded narration to be used by the Spartanburg City Schools to gain both local and outside financial support to fund programs which have been recommended.

Neither the Spartanburg City Schools administration nor the Spartanburg Model Cities Program personnel have specified or influenced the findings or recommendations of this report. CES/Communication and Education Services, Inc. takes full responsibility for the contents of this document. Distribution of the report is through the Spartanburg City Schools, and the reproduction or other use of this document without their permission is prohibited.

Summary of Recommendations

RECOMMENDATION ONE Establish a regularized school-community input and feedback system to enable parents, students and community persons to provide both input and feedback related to curriculum and teaching methodologies.

RECOMMENDATION TWO Institute a comprehensive and coordinated pre-school program to diagnose, remediate and alleviate learning difficulties in pre-school children, enabling them to begin their formal school experience with both an enrichment program as background and a high level of cognitive skills.

RECOMMENDATION THREE Experiences to ease the transition from elementary to junior high school should be strengthened by providing summer programs for both fifth and sixth graders at the junior high schools to which they will be assigned to insure high pupil response to the new environment.

RECOMMENDATION FOUR Introduce added vocational majors and courses into the Spartanburg High School and additional academic offerings into the Morgan Vocational school to provide more training opportunity for both academic and vocational majors.

RECOMMENDATION FIVE A comprehensive Secondary Academy and Adult Education Center should be established to afford opportunities for students seventeen years of age or older to attend classes that would earn high school credit. Performance criteria would be the basis for student grading and for matriculation at Spartanburg Junior College and Spartanburg Technical School. This Academy could be operated on a performance contract administered by a private contractor.

RECOMMENDATION SIX The class organization for the junior and senior high schools should be changed to allow small groups of students to progress throughout their secondary school program with the same home room teacher, core-subject teachers and the same counselor.

Theoretical Aspects of Drop-out Causation

The term "drop-out" as well as the concern for its prevention represents but a new level of involvement in an old problem of public education. Educators as well as other individuals responsible for the public well-being and national and community posture have long sought ways of extending the period students would remain the public school learning setting and expanding the efficient use of the time so spent. In many ways they have been quite successful. Statistics covering the past half century demonstrate both an increased literacy rate and number of years of school completed. Certainly the public school today is better staffed, better equipped and better managed than it has been at any time in the history of the country.

The Spartanburg City Schools portray a fine example of a well-run school system which has received the support of the community in funding the cost of an excellent school facility and well-trained staff. The school system enjoys a well-deserved reputation for establishing and directing its students toward high academic standards. Its record of achievement of National Merit Scholarship winners is outstanding. The community can point with justified pride to its school system.

Why then did the Spartanburg City Schools administration undertake a study aimed at drop-out prevention? Simply because, as in every other public school system, a number of students are not completing their education and there is a growing awareness by both local educators and community leaders that something should be done about it. What will be done will be determined by those responsible for education in the City of Spartanburg. Whatever course of action is followed, it should flow from an overall understanding of the problems and should be guided by a coordinated approach toward solutions.

The first aspect of the problem can be viewed by simply looking at where the problem does <u>not</u> exist. A large number of public schools

graduates in general find that their public education has provided them with a background which satisfies their needs and aims. They go on to find employment or move to higher education. That circumstance is ample evidence that to a large degree the Spartanburg City Schools are equipping their young people for productive adult life. A review of the management and program development staff of the school system also reveals that the successful aspects of the school approach to education are likely to continue to improve because much time and talent is being expended to see to it that improvements are devised and implemented.

It would seem then that no major alteration in the administrative and program direction of the school system is required. What is working well should be encouraged. Nevertheless, something is lacking. What then is not working right?

The answer to this question covers both non-educational aspects of human behavior as well as definable educational programs. In its broadest sense, the disturbing incidence of school drop-out may not even be primarily an educational matter. If that is so, an examination of the role of public education in the community is in order; in other words, what do the citizens of Spartanburg want out of their public school system? Obviously many are satisfied with what they are getting for they are succeeding within its offerings. What then are the expectations of other members of the community, expectations which apparently are not being fulfilled through the public school system?

The answer to that question is varied and can best be summarized by the word "relevance". Stated in reverse, a school drop-out generally is someone who never has seen or no longer sees his public education as related in any strong way to his particular needs or aspirations. Education, per se, may not produce this gap. More likely it may be the result of community conditions which are beyond the scope of public education. For example, if a Black student is determined on a professional career, yet knows that over ninety percent of all Black

professionals in the community are teachers, whereas he does not want to be a teacher, he probably will have difficulty maintaining a priority interest in education when he feels no hope that education will lead him toward his objective.

This student, however, may be the exception rather than the rule. More likely the drop-out does not have clearly definable occupational goals. Examination of the school records of Spartanburg drop-outs indicates that this is usually the case. Yet it could be said that the school system through its general education program as a whole and its counseling program in particular has encouraged students to learning experiences that will help them determine their goals.

Again that question in part is answered by conditions outside of the public school scope of activity. In Spartanburg, for example, it was found that a large number of drop-outs came from homes where the parents had been drop-outs. Conversely, the children of high school and college graduate parents were most likely to complete the curriculum in the Spartanburg City Schools. In a sense, a recycling of drop-outs is occurring in many cases.

What is emerging is a picture of a potential drop-out in Spartanburg. The youngster is not responding currently to school controlled stimuli of interests. He or she probably lacks school-orientated family value priorities also. So what's new about that? Any thoughtful educator could have pointed that out long ago, and indeed, the staff of the Spartanburg City Schools have done just that. But taking the next step beyond recognition of the problem is the point at which the school system finds itself at this moment.

In addition to the specific recommendations which appear in this report, school officials must proceed on a number of other courses if drop-out rates are to be reduced significantly.

First of all, administrators and faculty must recognize that it will take an amount of staff time, program development and financial resources equal to that given those students who benefit greatly, to be

devoted to devising effective programs for those students who are not currently benefiting from their school experiences.

Secondly, administrative as well as program changes must be instituted if drop-out prevention is to become a major school activity. Drop-out reduction will not be changed greatly by merely "adding on" a program change here and there. Major changes in priorities to meet student expectation must be made. One suggestion -- and an imperative one -- to bring back into the educational process the very students who are currently repelled by the present educational approach is to give these students major roles in developing new programs which they feel are needed.

Some very bright students have dropped-out of the Spartanburg City Schools, and some low achievers have received high school diplomas. The latter circumstance can in many instances be attributed to sheer endurance. But success in education must be more than a matter of endurance. It should be achieved because the concern of the entire community is reaching out to its entire youth. Once the students are made to feel this concern, once the potential drop-out realizes that the school system is responding to his need by making education relevant to him, a giant step will have been taken in the alleviation of the drop-out problem.

RECOMMENDATION ONE

Establish a regularized school community input and feedback system enabling parents, students, and community persons to provide both input and feedback related to curriculum and teaching methodologies.

Drop-out prevention is a community wide problem. The institution of programs such as those proposed in this report require that the community be made aware of the strategies used by the school district and other agencies in reducing the number of drop-outs. The more non-school forces are involved in producing a positive attitude toward remaining in

school, the more effective is the program. The data examined for this study indicated large areas of mis-information or lack of information relative to the school's efforts to reduce drop-outs. Spartanburg is the ideal size for involving the press, TV and community leaders in meetings that inform the community of the school's efforts to make education more attractive and meaningful to a large group of disaffected students.

The school system would develop this mechanism through the establishment of task forces that would provide high level input to school officials for translation into specific curriculum and teaching strategies. These task forces should comprise both structured community groups: (business, industry, higher education, etc.) and unstructured groups of parents, students, and interested citizens. The membership should be limited to a workable number ranging from 13 to 17 persons. Their specific task would be to act as a sounding board for curriculum and educational plans, as well as provide frank and honest feedback regarding the efficiency of present strategies. These groups would not plan policy, but would provide skilled professionals with information that could be related to educational methodologies.

The task forces should meet on a regular schedule, be briefed regarding school curriculum changes, and given ample time to provide inputs. They also should be given ample opportunity to react to and comment upon present school educational strategies.

This would necessitate hiring a school community coordinator who would work in the area of highest drop-outs and who would be skilled in the arts of group dynamics, listening and educational sociology.

Many people interviewed complained of little opportunity to communicate their wishes to the school administration. Drop-outs particularly spoke of their inability to get their ideas and hopes into the school program. Areas of concern and examples were:

Racial - How to properly handle the subject of Black History

Youth Problems - How to include materials interesting to youth and relevant to the youth culture

Individualization - What specific curriculum attention should be paid to those interests of students not contained in the general curriculum

Learning Difficulties - How far should the school go in remediation and correction of learning difficulties

Procedure

Develop a community task force in education to make recommendations before the opening of the 1972-73 school year.

Hire one full-time school-community coordinator who will be responsible to inform the community about the school efforts at reducing drop-outs and to receive community feedback. This would enable the coordinator to meet regularly and act as liaison with the task forces.

Employ two para-professionals from the community to work in the areas of highest drop-out impact. They would spend the major portion of their efforts meeting informally with students, parents, community groups and community leaders.

Provide an in-service training program for the school-community coordinator and para-professionals to secure funds to develop media and resource material for community involvement.

Resource Possibilities

Expenditure	Source	Amount
Coordinator	Title I or ESAP	$ 11,000
Aides (2)	Title I or ESAP	11,000
Media Development	Drop-out Prevention	8,000
Direct Experience (Task Forces)	Drop-out Prevention	1,000
Training Program	EPDA	4,000
		$ 35,000

Funds should be redirected from Title I or ESAP (Emergency School Assistance Program) to the personnel section of this budget. The qualifications for Title I can be shown in the areas in which the drop-out work will occur, that is, areas of low income and high numbers of disadvantaged. Contact: John Robinson in USOE Regional Office, Atlanta, Georgia.

The drop-out prevention funds can be applied for under the provisions for reducing drop-outs through community involvement and should be tied into a total drop-out prevention grant. Contact: Frank Delia, Title VIII, ESEA, Washington, D. C.

In case funds are not available under re-allocating Title I or ESAP, the HUD supplemental funds can pick up the salaries of the personnel.

The University of South Carolina at Spartanburg should be involved in application for the EPDA funds, and a request for funds should be made for reallocated funds from other programs. Contact: Dr. Ken Brown, Career Appointment Program and Dr. John Lyndia, EPDA, U. S. Office of Education.

RECOMMENDATION TWO

Institute a comprehensive and coordinated pre-school program to diagnose, remediate and alleviate learning difficulties in pre-school children, with a view to enabling them to begin their formal school experience with both an enriched program as background and a high level of cognitive skills.

Much of the data studied show that learning difficulties became apparent in the third grade. The burgeoning difficulties of the children culminated in the acceleration of drop-outs from sixth grade on. It is not conceivable that all of the problems are related to school curriculum, or had their genesis during the year when the difficulty became apparent. Many of these difficulties originated in much earlier years even prior to entry into school. The interview data also showed that many of the children had no preparation for school. Many considered pre-school as

"custodial baby-sitting" and the lack of educational standards in such pre-school activities as did take place provided little help for the child entering first grade.

Rationale

Since many children are experiencing difficulty in the lower elementary grades in the Spartanburg Schools, it would be wise to reduce the dysfunctional learning behaviors. When the factor of the correlation between school attendance and school success is considered, it is imperative that the child start school with a firm basis for success which, therefore, will assist in maintaining high attendance. Programs of remediation are good, but they are not as effective as programs of prevention. The preventative measure is a firm pre-school foundation.

Among certain child-care and pre-school agencies which readily acknowledge that a tiny child is the start of a growing individual there still persists a disdain for the need of educational materials that could spark positive interests in the children placed in their care. Happily, other such agencies regard educational materials as essential to the early development of children. Surely the difference in these attitudes should be resolved as quickly as possible, and educational experiences afforded every child, disadvantaged or privileged, from the age of two on; in fact as soon as a child displays itself as responsive to new stimuli.

Procedures

The development of a high educational standard in all pre-school activities in Spartanburg should be sought. The drop-out prevention strategy most productive is to enhance present efforts at preparing 3, 4, and 5 year olds for formal education. The pre-school educational activity should be coordinated through a Pre-School Educational Coordinator hired by the school district to provide advice and assistance to all pre-school agencies in the Spartanburg area.

The pre-school and first grade experiences should be articulated through the institution of pre-school facilities in or adjoining elementary school buildings. The sooner the child is exposed to the school environment the better. If the school district wishes to use a presently vacated school building, it should insure that the pre-school and kindergarten activities are meshed. This should permit a ratio of two pupils at pre-school level to one at kindergarten and first grade level. This would also allow children to move into a school setting at a pace more amenable to their maturity. A forward or lag period of 3 to 5 months could be initiated so that pupils may move into first grade as they reach the level of proficiency to handle formal school work.

The kindergarten program should be expanded to prepare for additional state aid to be given in the coming year. The number of kindergarten children living in the high drop-out areas is such that a doubling of the present kindergarten program is needed.

Ten technical aides should be hired to assist in the diagnosis and screening of pre-school children. They should qualify at a level above teacher aides and be experienced in administering Audiometer and other diagnostic equipment. These aides should be hired on the basis of their demonstrated ability to perform to a high degree of efficiency. They may be utilized in conjunction with the present Appalachia Grant for the Handicapped Deaf Children.

The school district should hire teachers for Early Childhood Education. These positions should require the standard teaching qualifications with the emphasis on Child Development, and practice teaching in a pre-school setting. The Early Childhood program should be ready for implementation by the 1972-73 school year.

Medical and psychological testing should be afforded each child in the pre-school program. The testing should be thorough so as to detect any serious problems, and should have vision, auditory, muscular coordination, and mental maturity tests as its basic foundation.

"Experience situation" facilities should be introduced into the pre-school program. There should be more emphasis placed upon reasoning through experiences from real life, including trips, simulations, and role playing. This can be done both by developing additional strengths in present staff, and also through the development of the materials that will stimulate growth. The purchase of audio-tape recorders and a VTR for the use of the pre-school children is desirable.

In conjunction with the revisions of the secondary school curriculum we suggest that secondary school pupils who express a desire to learn more about the field of public service, be given the opportunity to assist in the various pre-school child-development centers as an integral part of their school work and credit toward graduation. This should cost no money and should not require the services of any additional personnel, except that the students in this grouping should be placed as nearly as possible under the same home room teachers in the high school. Transportation to the sites will be needed for their experience program and that should be obtained from the combined use of buses used to transport children in the pre-school program.

Transportation for children of the pre-school program may be provided from Model Cities funds. This transportation could also be used for the field trips and other activities of the pre-school center. A full-time licensed bus driver would be needed.

Resource Possibilities

Expenditure	Source	Amount
Academy Child-Care and Comprehensive Child-Care Program Including:		
Pre-school Education Co-ordinator	Title III or HUD Supplemental Funds	$ 12,000
Educational Supplies	Title III or HUD Supplemental Funds	150,000
10 Education Technicians	Title III or HUD Supplemental Funds	50,000

Lunch Program	Dept. of Agriculture	$ 60,000
Teacher Preparation	Appalachia and EPDA Supplemental Funds	30,000
Medical Services for Children	Title 4-A & Title 16	7,500
Special Ed. Materials	Welfare & Title 4-A	30,000
Transportation	HUD Supplemental Funds	60,000
Kindergarten Extension	State Apportionment	22,500
	Total	$ 422,000

The "Four C" Council should be contacted for the utilization of the pre-school coordinator. This group should agree on the means by which the coordinator can assist them in developing educational offerings for their programs.

The State Department of Education should inform the school district of the proposed size of their kindergarten appropriations for the coming year. This will serve as the basis for the planning of the combined kindergarten and child-care operation for the coming year.
Contact: Chief State School Office Elementary Education and Local CDA (City Demonstration Agency).

In conjunction with the development of the kindergarten program the number of teachers that will be paid for under state apportionment should be determined from the State Department of Education. This will then determine the size of the pre-school center program with a ratio of 1 kindergarten child to 2 children in the pre-kindergarten experience.

The Appalachia group and the State Representative of Appalachia Region in Columbia should be contacted regarding the funds they will provide for the equipment to be used in the pre-school program. One of these sources may provide funds for the special para-professionals to be hired within this program.

The present grant for Handicapped Blind Pre-School Children should provide a source of funds for the testing and diagnosis of children. Contact: Director of HEA, Attention Charles Mathis, Commission Service Board. Additional funds possibly may be obtained from the Model Cities Program and the State Department of Welfare for contracting for such medical services as are needed. Contact: Department of Agriculture to secure lunch funds for a lunch and milk program. Apply through local county agent.

RECOMMENDATION THREE

Transitional experiences between the elementary and junior high school should be strengthened by providing summer programs for both 5th and 6th graders at the junior high schools to which they will be assigned to insure high pupil response to the new environment.

The movement to the junior high school seems to be crucial for many children. The experience of changing classes, having different teachers for different classes and a larger school environment takes its toll in children likely to drop behind. Added to this are the larger requirements for study and self-management. Many children need a longer time to adjust to the more mature demands of junior high school. Teachers also need more time to develop an understanding of children who are less mature and slower to adapt to the new demands. The inclusion of the 5th graders in this program would afford them an opportunity to have two chances to experience the maturing effect of the junior high program. Each child would voluntarily engage in this program, but high emphasis would be placed upon guiding children through this experience who would profit from the two weeks of learning and social adjustment.

The data collected in Spartanburg show that many students contemplated dropping-out due to frustration over the stronger demands of junior high school. On the other hand, they expressed a concern that

the secondary school was a mere extension of the elementary and that it did not meet their demands for a more mature experience. But also, the data indicated that many of the children who dropped out were adequately prepared to handle secondary school material, and possibly possessed quite high I.Q. scores. Much of the data (soft) indicated that drop-outs placed boredom, lack of relevance in the curriculum and social problems as prime causes for dropping out. If this is indeed the case, the junior high experience may be made more meaningful if it is introduced in such a manner that students see the secondary school setting as a means of obtaining educational experiences which they want. In terms of revising the organization of the junior high school, additional steps should be taken by the school organization to reduce any feeling of "pressure". These steps are discussed under Recommendation Six.

The concept that the elementary is not tied to the secondary experience is also one that the community as a whole needs to have clarified. Additionally, it would be wise to include the 5th graders in this secondary school experience so that they may be prepared to return to the elementary level with a higher sense of motivation and anticipation regarding their future in junior high school.

Procedure

Provide in a selected number of junior high schools, preferably two, the inclusion of a two week summer program to cover, hopefully, 300 volunteers as a start who would engage in a learning program at the junior high schools. These children would include primarily 5th and 6th graders from feeder elementary schools whom the teaching staff feel may be in need of added learning motivation. The teachers would be paired from junior high and elementary schools and would engage in teaching short units of English, mathematics, social studies, science, arts and music to upper grade elementary children who are temporarily being exposed to

the junior high format.

Develop a pairing system for junior high and elementary teachers who would work cooperatively through the school year in identifying the children who would profit from the summer experiences. These teachers should have a regular basis for meeting and developing the units that would be used for the children in this summer experience.

Resource Possibilities

Expenditure	Source	Amount
Ten Teachers at $1,000 each	Drop-out Prevention	$ 10,000
Materials and Supplies	Drop-out Prevention	4,000
Busing	HUD Supplemental Funds	4,000
		$ 18,000

Application for funds should be made to the Washington Drop-out Prevention Section, USOE, headed by Mr. Frank Delia. Identification of the number of children who would profit from this summer experience should be determined by a survey of the potential student population at the two junior high schools to be selected. This number should then be used to determine the number of teachers required for the summer program.

A list of teachers should be obtained from principals of both elementary and junior high schools to provide a basis for selection of the summer staff. The program should afford a three day preparation period before the two seek sessions begins, at which time the teachers could be paired and prepare materials. As the program moves into the second year, the teachers should be given time equal to three and one-half weeks to identify new children for the program, follow-up the progress of the previous year attendees and prepare for teaching in the on-coming summer program. The bulk of this time should be in the last school semester and immediately after the close of school. This effort would provide each teacher with $1,000 for a total of six weeks of time spent in this program.

RECOMMENDATION FOUR

Introduce added vocational majors and courses into the Spartanburg High School and additional academic offerings into the Morgan Vocational School to provide more learning and training opportunity for both academic and vocational majors.

The increased need for vocational exploration and instruction at an early age requires utilization of these experiences when the student has reached the secondary level. Few children want to be unskilled laborers; most are motivated to possess saleable skills. The phenomenal success of many technical schools attests to the present need for vocational skills training at an early age. However, to be motivated, children must possess a knowledge of various vocations. Even the Merit Scholars must have a wide range of both academic skills and vocational exposure in order to fully take advantage of all possible occupational choices. Most children today will require two or three changes of vocation during their working lifetime. Research has shown that a wide experience in occupational fields must be coupled with a wide range of cognitive skills to insure continued flexibility and success in earning a living in a rapidly changing world.

The Spartanburg data show a wide disparity in identification of vocational choices, and drop-outs make few or undefined vocational choices. Many of the graduates also expressed a lack of clear definition of vocational choice, but they tended to be more clear about their future occupational goals than were drop-outs.

Procedures

The introduction of the use of "work sample" units should begin in 10th and 11th grades. These units would utilize materials such as those developed at the Jewish Vocational Center in Philadelphia and used successfully in many man-power training programs. The units would provide more precise knowledge of the kinds of manual and dexterity skills needed to perform in skilled occupations. The units

should be coordinated through a person who is able to administer the tests and space should be provided for a work sample laboratory.

Vocational exploration units should be introduced as early as the second grade to start teaching children about the "world of work". These units should be directed to both professional and technical occupations, and should be in the form of short reading units, well-illustrated, and attractive to children. At the 5th grade level, the children should have contact with persons engaged in various occupational fields, and field trips should be organized to visit a variety of the places where people work in Spartanburg. In the 7th grade, the children should be given a unit on "How to Determine My Future Job." This should relate to library skills for occupational exploration, decision-making skills and to the vocational core of the units available during the rest of their Spartanburg school experience. This unit should extend into the 8th grade where, under guidance, the child may pick senior high school courses which will assist him in reaching his vocational goal.

The secondary senior high school should extend the list of majors to include the following:

Distributive Education - this should be included in the major offerings of Spartanburg High School and should provide work experience opportunity in the stores of the central area of the city.

Medical Technicians - this major should be provided in conjunction with the program offered at the Spartanburg Junior College. High School graduates could complete their two year course at the junior college and be prepared to assume positions in the community as trained technicians.

Community Service Aides - this major should include preparation for additional work at the Junior College in disciplines of public service, community organization, and similar fields. The major would allow for students to be prepared for the additional occupational fields opening in public service.

Home Economics - the fields of home demonstration agents, parent and family aides, and nutritional aides are all expanding in the South-East. A revised curriculum with heavy emphasis upon the community aspects of health, diet, and child-care would interest and motivate many young people.

Resource Possibilities

Expenditure	Source	Amount
Work Sample Units	Vocational Rehabilitation Locally	3,000
Work Sample Coordinator	Vocational Rehabilitation Locally	12,000
Distributive Education Coordinator	State Department of Education	4,000
Distributive Education Materials	State Department of Education	5,000
Home Economics Coordinator	State Department of Education	4,000
Home Economics Materials	State Department of Education	5,000
		$ 33,000

Many of these funds may be obtained from Vocational Education discretionary funds and could be matched by the state contributions. Contact: Associate Chairman for Vocational Education, USOE, Washington, D. C.

Discussions should begin with the local Vocational Rehabilitation representative to gain the work sampling units to be used in the schools. Vocational Rehabilitation may also pick up the portion of the salary for the coordinator to administer the sample. Two such units would be adequate for the High School and two could be used at Morgan. This would require a full-time administrator.

There would be little change required to institute the new majors: Funds could be obtained for the Distributive Education from the State

Department of Education under the Smith-Hughes funding. Home Economics funds could also be obtained from the State Department of Education as well as the Department of Agriculture under the program of agricultural extension.

RECOMMENDATION FIVE

A comprehensive Secondary Academy and Adult Education Center should be established to afford opportunities for students 17 years of age or older to attend classes that earn high school credit. These classes would use performance criteria as a basis for grading that would permit matriculation at Spartanburg Junior College and Spartanburg Technical School. This Academy could be operated on a performance contract administered by a private contractor.

A high level of drop-outs generally occur at a point where a student develops attitudes and interests that conflict with the school's requirements. Much of this disaffection can be traced to the differing ages of maturation in students. Some students no longer appear to fit into the school's program. Many times they still possess a high motivation for learning, but are out of step with the behavioral demands of the high school, institution and its mores. As a result, tension produces unnecessary drop-outs. One way to avoid, or at least reduce, the irritations that exacerbate dropping-out at this fairly late stage when the completion of the public education program is within reach, is by making sometimes radical changes in the school atmosphere and its behavioral criteria so that high motivation for completing schooling can be recaptured. In the old legend, for want of a nail a kingdom was lost; in the present instance, for lack of flexibility to concede on a comparatively minor point, a number of schooled citizens may be lost and the community will be the poorer for it.

In Spartanburg, the most frequent ages of drop-outs are between the 16 and 17 year span. The data indicate that many are then responding

to social pressures, to the demands of maturation, to economic demands, and to problems of social adjustment and discipline. It would appear that a change in school setting would reduce considerably the pressure to drop-out.

Procedures

Provision should be made for child-care facilities at the Secondary and Adult Academy so that students, both married and unmarried who have children, can have them cared for while continuing their education. This child-care center could also serve as one of the units for those persons completing a major in Community Service.

A graduation policy should be adopted which would allow students who transfer to the Secondary Academy to earn credits toward graduation on an extended basis through their 21st birthday. This would allow them to move in a number of directions:

a. A longer period to earn a diploma, thus allowing for work or time out for child-bearing.

b. Movement into the Technical School or Junior College for specific courses which would aid the acquirement of special skills needed in employment or to satisfy personal needs.

c. A period out of school to adjust to personal and social needs that may arise, but with the understanding that the student is on "furlough".

Development of a special curriculum for the Secondary Academy should be undertaken and should be based on performance criteria, self-management and hour units. This curriculum should be developed by the staff of the Academy on a team basis.

The staff of the Academy should include a director, assistant director, necessary clerks and aides, 33 professionals (teachers, librarian, and counselors) 35 aides (teaching aides, library aides, counseling aides). The staff should have a liaison section of four

persons to maintain continuous communication with the Spartanburg Senior High School, Spartanburg Junior College, and Spartanburg Technical School.

Resource Possibilities

Expenditure	Source	Amount
Director	Adult Basic Education 309 and Drop-out Prevention	14,000
Training Program	EPDA 64A	25,000
Assistant Director	ABE 309 and Drop-out Prevention	11,000
Clerical Staff	ABE 309 and Drop-out Prevention	42,000
Teachers	ABE 309 and Drop-out Prevention	330,000
Aides	ABE and Drop-out Prevention	175,000
Liaison	School District Spartanburg Jr. College Spartanburg Tech. College	
		$ 597,000

Application should be made to the U. S. Office of Education, Bureau of Adult Education. A joint grant with the Drop-Out Prevention Unit for the establishment of the Secondary Academy and the attendant Adult Education Center should be requested. Additional funds may be obtained from the State Department of Education, Adult Education Section for some of the adult classes.

Request also should be made of the Spartanburg Junior College to cover an EPDA grant for training and professional development of the Academy staff. Contact: EPDA, Dr. Ken Brown and Dr. John Lyndia, USOE, Washington, D. C.

RECOMMENDATION SIX

The class organization for the junior and senior high schools should be changed to allow small groups of students to progress throughout their secondary school program with the same home room teacher, core-subject teachers and the same counselor.

Current methods that trace students through the secondary program have numerous areas of slippage, with the result that early indication of learning difficulty is hard to monitor. The needs of the student are best analyzed in the case conference method where the principal, teachers and counselor can deal with the child's problems with their combined understanding. Follow-up determinations and adjustment strategies can best be approached when a teacher works with the counselor.

The Spartanburg data indicate that a large number of students interviewed used the phrase "no one to turn to". Yet, the staff showed a high degree of flexibility and knowledge regarding student problems. Also, low incidence of suspensions shows an administrative flexibility. However, voluntary drop-outs often do not come to the administrator's attention.

Smaller groups of students brought together might have a cohesive effect on each other. The closeness of identification with other students, as well as teachers could result in greater positive motivation toward school. Social events where many activities revolve around these small groups would be helpful. The groupings of 150 students for the junior high school and 200 for the senior high school could be tried.

Procedure

The junior high school could be re-scheduled into groups of 150 students with the same Mathematics, English, Social Studies, and Science teachers working with the same group of children. Free periods could then be scheduled at the same time for the teachers and they could meet as a group to plan work and arrange for individual case conferences with parents, counselors and administrators. Ideally five groups of 30 students would be working in a master schedule and these homogeneous

groups could then be prepared for the larger grouping experiences at the senior high school.

Senior high students could be grouped in sections of 200 by majors. Those with the same interests and major could thus be grouped together. The hiring of six additional counselors and the hiring of two para-professional follow-up aides would insure that information relative to the students and their problems would be brought to the case conference. With the senior high students, the case conference can be scheduled by the counselor or at the request of the teacher, but the teachers would have the opportunity to meet as a group and to look at the total learning environment of the student. A master scheduling system would need to be instituted to insure that conflicts in time would be minimized.

Transfer to the Academy recommended earlier or Spartanburg Technical School should be on the basis of continuation of secondary schooling and should not be considered as a terminal transfer or drop-out. The two follow-up aides would be responsible for keeping staff informed on the progress of the student through these alternative experiences.

The development of a master scheduling system would allow for positive control of student absences and terminations. Such a system would provide for a triplicate check on student progress, for it would combine master scheduling with curriculum input. Its positive approach would assist the drop-out prevention program of the school district by supplying adequate data for the use of teachers, counselors and administrators.

Resource Possibilities

Expenditure	Source	Amount
System Development	Drop-out Prevention Funds	$ 120,000
Six Counselors	Drop-out Prevention Funds	60,000
Two Aides	Drop-out Prevention Funds	10,000
		$ 190,000

Application should be made to the Drop-Out Prevention Unit, USOE, Mr. Frank Delia, Washington, D. C. for funds for the case conference method of scheduling in the junior high and senior high schools. The application, however, should be preceded by a survey of the total high schools groupings that the program would cover. In fact, the survey should include the junior high schools.

FOLLOW-UP PROCEDURE

When a review of the recommendations contained in this document is completed, a plan of follow-up procedure by the Spartanburg City Schools should be undertaken to determine which recommendations will be acted upon and in what order. At that time, CES staff members will work with the school staff in preparing applications for whatever funding is required to implement and carry out recommendations that are accepted.

CES/Communication and Education Services, Inc., is also ready to begin immediately the preparation of the audio-visual presentation which is provided for under the terms of the existing contract with the school system. This 35mm slide and record sound presentation would cover the highlights of the drop-out prevention findings and the recommendations which school officials choose to implement or seek funds to implement. The audio-visual presentation will be designed to serve two purposes: One, to inform key local citizens about the program and gain their active support, and two, to present to possible non-local funding sources the overall approach to drop-out prevention which the school system has begun. The audience receiving this presentation will be more likely to help support a portion of the program financially if they can clearly discern comprehensive planning and the method whereby their support advances an overall program.

APPENDIX A. Findings: Summary of a Report Given in June 1971 to Spartanburg City Schools and Model Cities Program Staff in a Joint Meeting with Regional and National Representatives of the Department of HEW and HUD

June 1971

METHODOLOGY:

Data was gained from two general areas: hard data (cumulative record cards, test results, and other documents) and soft data (interviews, perception analysis and group consensus techniques). Consultants were hired as experts in their areas of concentration who would assist in analyzing both types of data. The consultants were:

Dr. Kirby Walker
Former Superintendent
Jackson Public School System
Jackson, Mississippi
Mission: Help Focus the Study

Dr. Ned Wilkerson
University of Wisconsin
Milwaukee Campus
Milwaukee, Wisconsin
Mission: Review Consulting Programs

Dr. Thomas Cimino
University of South Carolina
Department of Education
Columbia, South Carolina
Mission: Review Curriculum

Directing the study was Mr. Ed Easley, Vice President of CES/ Communication and Education Services, Inc. Other CES staff members and locally employed temporary help was also used.

The cumulative record cards that were inspected covering the period 1960 to 1970 totalled 1,115. Of the years inspected, 1961 through 1969 are displayed in the charts following this section. The determination of the data to be selected from the records was made through the joint efforts of CES staff and Spartanburg District Seven School staff.

A random sampling method was used. For the first step, a number of cards containing data on graduates and drop-outs alike for the same years was taken from each alphabetical letter file. Since the

cards had to contain data on the pupil-subjects that would meet definite information criteria, certain letters of the alphabet did not yield as many students for each group for study as did others. The same limit was set on the number picked from each letter file and insofar as possible an effort was made to reach this limit for all letters. Then all the cards were thrown together and mixed up, the cards for graduates, of course, being kept separate from the drop-outs. For the second drawing 40 cards for every year were taken at random for graduates from the whole pile first selected and 70 taken at random for drop-outs. Only one sibling from each family was selected.

Some records of previous years had been burned or were incomplete. In such cases the inspectors chose those records that provided the maximum amount of data. The cards of five 1962 graduates were withdrawn from the study because the data seemed to be inconsistent.

Due to there being a separate segregated group of schools for Black and White students, it was decided to draw an equal number of Black and White cards in the first selection. This was done in spite of the fact that Blacks were outnumbered by Whites in the total school population. It was not intended to have the sample match the demographic structure of the school system, an obvious reason being that the number of drop-out cards were not proportional to the drop-outs for any year, but was a constant. It was felt that the racial factor should also be a constant.

Sex was also a constant and in the first selection there were an equal number of cards for boys and girls. The re-sorting of the cards to get the total number of 40 graduates and 70 drop-outs respectively reduced the number of total cards for each year and the reduction was another factor of selection at random.

Each card was inspected within the categories determined and coded on sheets for visual review and tracking of the students selected. Each of the categories had bearing upon factors related to drop-outs.

The factors were determined by the CES staff which had perused the literature on drop-outs. Certain categories were omitted when it was determined that the cumulative record cards would not yield data that would contribute in a meaningful way to the study.

Data was also obtained from the IBM code sheets developed in the Model Cities Program survey that was made as a requirement for funding the CDA (City Demonstration Agency) of Spartanburg. This data was checked against certain data in the cumulative record code, as well as soft data obtained in the interviews.

The CES staff conducted interviews, the results of which were given to the Community Advisory Committee and to selected persons in the community who had evidenced concern over the drop-out problem. The soft data was interpreted by the CES staff and consultants and a composite analysis was drawn.

Field interviews were conducted and data obtained from other sources such as reports, letters and perception questionnaires. Data was also obtained through two group consensus meetings conducted by the CES staff with students. Persons interviewed were teachers, administrators, Model Cities personnel, students and Spartanburg residents. Subjects covered included curriculum, counseling services, vocational training, community needs, community attitudes, self-perceptions and school policies.

DATA SUMMARIES AND PRELIMINARY FINDINGS

I. HARD-DATA

A. Race

The racial aspect of the data seems to indicate that race plays little part in the drop-out problem. There were a higher number of Whites in the total population of the school district which is about 70% Whites. The sample revealed years when the proportion of White drop-outs exceeded the Blacks, indicating that the tendency to drop-out appears not solely due to race, but that other factors contribute.

B. Age

The data indicate that the age of drop-outs is becoming higher and that 17 is currently the age at which a significant number of students drop out of school. Early in the period studied the age was 15 and below, but kept moving on up to 16 years of age (1963-1964). The age of 17 was stabilized in 1968. Since this is past the age of compulsory attendance, it may be well to think of alternative educational experiences for those who wish to leave school because they must obtain employment, over-age or for any other reason. It may also suggest some changes in curriculum to counter the changing life style of students over 16 years of age, probably the availability of educational facilities for those who are beyond the age of compulsory attendance and are not likely to continue their education within the framework now existent. One solution may be the implementation of a day-time Secondary Academy in conjunction with adult education for those 17 years of age or older who wish to continue academic courses or enroll in pre-vocational adult-type education. It should also be noted that both graduates and drop-outs appear at the age of 19 in the year 1969. This factor would lead to the belief that many students are remaining in school longer, and that possibly even a larger group of such adult-oriented students may be found in the present school population.

C. School Attended

In terms of any single school, the study showed that Carver Junior High School had the largest share of Black drop-outs until 1964 when that datum shifted to Carver Senior High. Spartanburg High School disclosed a larger number of White drop-outs throughout the period. It would appear also that after 1964 when Carver Junior receded from its prime drop-out status, no particular junior high school had a large number of drop-outs. Therefore, shifting schools by itself does not seem to have major impact on drop-out behavior.

D. Grade Level

The typical grade level for school drop-out in 1961 was 9th grade, and the largest concentration of drop-outs remained at the 9th grade level until 1966. After that year it shifted to the 10th grade and has since remained in that area. It would appear that the crucial years for this school district are in the 9th and 10th grades. This leads to the possible conclusion that an expanded adjustment program between elementary and junior high school and also between junior and senior high school is necessary. Developing a strategy for solving the problems of shifting to junior high experiences should become high priority for both elementary and junior high school staff.

E. Years in School

Though the pattern is varied, it appears that a larger number of drop-outs remained in school for nine years. The records revealed that most drop-outs actually began their school experience in Spartanburg, and dropped out after eight or even seven years. This then leads to the conclusion that the crucial years in terms of school attendance are the eighth, ninth and tenth years of schooling, or the 8th, 9th or 10th grades. This is not to say that the factors influencing drop-out occur only in these years, but that the act takes place at that time. The factors provoking drop-out could have been building up for a long time. Moreover, the number of students who fail of promotion in the junior high school also affects the number of years in school so that some of those recorded as having 10 years of school may actually be in the 9th grade or lower. The records show that many of the drop-outs are one-half year behind their more achieving peers, and in some cases are more than a year behind them. It is well to note that the transfers from other schools among graduates is much smaller than among drop-outs, and may well call for a "reception room" strategy for bringing new-coming children up to the level of their classmates.

F. Reading Levels

Reading levels are given in both grade points and Iowa test scores. The drop-outs show a great tendency to have scores that range over a wide area, but so do the graduates. The reading levels for the drop-outs were most frequently in the 20th to 30th percentile of the Iowa scores. For the graduates they ranged in the area of 50 to 60. The spread between reading scores of graduates and drop-outs requires attention. A concentrated and highly selective reading improvement program in addition to any which currently exists would increase test scores and most likely reduce drop-outs. A systematic approach to reading improvement with attention to monitoring student behavior and tracking student progress might reduce the present gap in scores and also narrow the wide variation of grades for both graduates and drop-outs.

G. I. Q. Levels

The I. Q. scores for the drop-outs hovered around 90 and those for the graduates around 100. It appears that there is a wider dispersal of scores for drop-outs, and that lower scores are more prevalent among the drop-outs. However, and significantly, some of the highest I. Q. scores were achieved by drop-outs. An enrichment program with emphasis upon improved testing and identification of low I. Q. children would assist in raising the intelligence levels of children who are potential drop-outs. A strengthened attitude toward improvement of I. Q. levels will require a high degree of cooperation from parents and the community.

H. Size of Family

There was no appreciable drop-out pattern discerned in large families, nor in broken homes. It would appear that size of family had little bearing on the incidence of drop-out, except that large families tied to low income may produce pressures for senior high school students to obtain employment and abandon the goal of graduation.

I. Educational Level of Parents

At the beginning of the period studied 1959-1960, the education of parents of both graduates and drop-outs was at the 9th grade level. At the end of the decade 1969-1970, it was generally around the 11th grade. The graduates appeared to have a more consistent pattern of parents who achieved high school graduation; whereas the drop-outs, while having many high school graduates for parents, had more parents who dropped out in senior high school. Between 1960 and 1970 an interesting decrease was shown in the number of parents with only elementary education, both for graduates and drop-outs. It would appear then that parents who themselves remain longer in school have significant bearing on longer school duration for their children. One of the most effective long-range strategies would be to raise the present educational level of parents, through a concentrated and improved adult education program, one that would permit them to take high school or junior college courses. This plan seems to hold promise of providing the added benefit of retaining children in school longer and leading to more graduates and fewer drop-outs.

A word should be added about the general research in parental motivation for school retention. The horizons of parents are transmitted to children. When parents speak of "doing fine with only an elementary education", children often adopt that value as their level of aspiration. Parents returning to school to take other subjects than GED (General Education Diploma) will still have an impact on their children in terms of challenging them to remain in school. Thus, funds spent for adult education are surely in a high impact category and should receive high priority in terms of drop-out prevention.

J. Career Goals

As a group the graduates had more clearly defined career goals than did drop-outs. It appears that the problem of many of the drop-outs was either poorly defined goals, no career goals, or unreasonable career goals. Consistently more drop-outs had no career goals;

in some groups surveyed more than half had no career goals. This absence of ambition can be tied to the level of aspirations mentioned in the preceding section I, Educational Level of Parents, nevertheless, the school district can assist these children to set goals for themselves by teaching them how vocational goals are chosen, and how, with their aptitudes and education they can be trained for the "world of work". It is impossible to prepare children for specific occupations in our rapidly changing technology, but they can be given a knowledge of local occupational patterns, and tested and trained for vocational choice-making.

K. Attendance Patterns

The data show that until they gave up, drop-outs in general were enrolled at school for as many semesters as were graduates. But the data also show a higher tendency for drop-outs to skip more semesters than do graduates for various reasons, such as illness, moving to another district for a while, or lack of interest. However, when graduates returned to school they were able to pick up the lost threads and go on to completion. The drop-out eventually gave up.

The absentee rate during school enrollment was higher for drop-outs than for graduates. Graduates seldom totalled more than 10-20 days of absence in a single semester, whereas drop-outs usually averaged 20-30 days. In fact, a substantial number of drop-outs missed more than 50 days of school in a single semester. Altogether there appears a direct relationship between school absenteeism and dropping out.

An improved attendance program with attendance officers who work in conjunction with social workers and school personnel would reduce the absenteeism of potential drop-outs. A systems approach to attendance and pupil accounting would insure that the lost days be decreased and the student who returns to school be helped by special

measures, such as the "reception room" to get back into the swing of the Spartanburg City Schools -- and persuaded to remain until graduation. Potential drop-outs, more than the students who have no or little difficulty in keeping up with their peers, need the stimulation of constant instruction as they move through the educational program. When the classroom experience does not sufficiently furnish this stimulation, or the pupil finds himself unable to keep up with his classmates, possibly a concentrated program of special tutoring, at the school but outside the classroom, may reduce the frustrations that lead to indifference and eventually the surrender to failure by dropping out. Obviously, the mere physical presence in the classroom is no indication that the student is receiving the instruction it affords.

An improved continuous attendance program must be two-pronged: first to motivate the pupil to keep up attendance, then give him whatever special help he needs to make continuous school attendance a meaningful part of his growing up years.

L. Transiency

It appears that moving from one school to another has little bearing on drop-outs. The drop-outs and the graduates both averaged about one-third of their respective groups who moved from another school. Even within the neighborhoods where cards were inspected more closely, there was little pattern of moving to other schools affecting drop-out behavior. There seems to be much difference of opinion in the interview data relative to the effect of changing schools, but the data from the cumulative record cards does not show that the graduates were any more stable as a group in school transiency than the drop-outs. However, the institution of the cumulative record system that would give adequate data to the receiving school would assist both the potential graduates and those who might be potential drop-outs.

M. Separations

Data was relatively hard to obtain regarding separation. It appears that the school check-out slips were not used universally, and even though the administrators in the high schools seem to have a good idea of where many of the students went, the information is neither definite, or is it shown in the cumulative record cards. Information relative to full-time employment is also lacking, though in interviews many stated that they left school to seek employment. It is expected that many of the classic reasons for separations would be uncovered in a more thorough check-out system, but from the cards studied for this survey, the data for separation Age through Employment below, is slight. A case-conference type of check-out would insure that teachers, counselors, and administrators would be aware of the reason for student separation. Though the separation records are few, they give a slight indication of student behavior, especially when they are balanced against some of the soft data.

N. Age

Age as a factor in separation appears first in 1963 and since it applied to only one individual that single case cannot form a clear basis for judgement. The appearance of three cases in 1969 may attest to improved recording methods. It would appear that improved reporting methods would reflect larger numbers of drop-outs because of age.

O. Marriage

Marriage as a drop-out factor appears in every year except 1967. It would appear that marriage, but not necessarily pregnancy, is recorded on the cumulative cards. Model Cities data show that students are desirous of instruction in attitudes toward sex and preparation for marriage. Marriage, however, does not seem to bear too heavily on drop-outs. Two students upon determining that marriage satisfied a need felt that continued attendance at school was precluded. The

The Secondary Academy suggested in Recommendation Four might induce students who dropped out for marriage to resume their schooling.

P. Health

Health as a cause for dropping out appears in every year of the study, but the incidence is low and there is little indication whether the health problems are due to pregnancy, or ailments which developed over a period of time and would have been remedied through diagnosis and treatment. The health cards show that major medical problems are observed and recorded on the cards. Minor medical problems (under-weight, obesity, and psychological factors) are often omitted. It may be possible that minor medical separations are not shown and would be noted under a more strict accounting and check-out procedure.

Q. Institutionalization

No incidences of institutionalization were recorded on the cumulative record cards. There is a reluctance to mark a card with such data for fear that this stigma will follow the child through succeeding years. With no data on hand, it is not known how many such children did check out from school for reasons of either health institutionalizing or police action. The soft data show that the police feel that some students do drop out to the State Reformatory and others drop out after some time in Juvenile Facilities. Only a check of the records of the schools maintained at these institutions would determine how many came from Spartanburg. If there are any, means should be found to return such children to a school setting as similar as possible to the one they left and near as possible to their homes.

R. Suspensions and Expulsions

According to the data in the sample studied, the year 1962 was the only year that some student was not separated for disciplinary reasons. The number appeared to increase as the period of the study progressed. A proper documentation of deviant behavior appearing early in the history of the disciplined children may be desirable.

There seems to be no indication that the discipline factor was related to any grade level. The soft data indicated that there is an intent to keep the discipline low, and the "push-outs" mentioned by some members of the community are not evident in the data. If there were "push-outs" they were not formally terminated.

S. Transfers

There was a slight rise in transfers to other secondary schools after 1963. It may be that the struggle of integration drove some of the secondary pupils to private schools, but the data does not show many of the persons classified as drop-outs as having transferred to private schools. It was not ascertained how many of the pupils who transferred to private schools were low achievers, but there was expressed in some interviews a belief that some students transferred out in the 11th grade to private schools to complete the 12th grade in schools where they could receive a diploma that they regarded as having more prestige.

T. Military

Separations for military service appear in every year but 1963. Again the data is slight, but it appears that some students choose military service as a means of furthering their life goals, and possibly education. Interviews seem to indicate that the attraction of the GED and service education does have some pull on males who otherwise might wish to drop-out. There are many reasons why a young man joins the service, and school drop-out is only one of them.

U. Employment

Employment separations are not recorded. The fact that students do separate to seek employment is known. The follow-up of students who separate will uncover those who leave school to seek or obtain employment.

It is evident from the scarcity of data regarding separations as apart from drop-outs that assistance is needed to follow-up pupils who

leave the school system. In the recommendations will be found certain suggestions that pertain to an improved follow-up system.

II. SOFT DATA

A. Financial

In the period 1961 to 1969, the average school expenditure per pupil exclusive of Federal Funds, rose from $251.52 to $456.68. Federal funding has added to the expansion of the educational program. The assessed valuation of private property increased from $27,253,000 to $35,925,165. The increase in pupil population during this period was an absolute figure of 1,069. The assessed valuation per pupil rose 24% and the increase in assessed valuation was 31%. This is due to the increase in number of children at a greater rate than the increase in assessed valuation. To maintain an equal assessed valuation per pupil with the increase in pupils will either require an addition to the millage or outside help from the Federal government or state.

Pupil expenditures for the period have risen 81% and this suggests that the district is straining hard to maintain an educational program with the present assessed valuation.

It appears that increases in funds must be utilized in a "packaging" concept, where funds are utilized in several ways and produce as large an impact on education as possible.

B. Community Awareness

Community residents are aware of Spartanburg's drop-out problem. The Model Cities Agency initiating this study as one of high priority is partial evidence of this awareness. However, community residents do not have a strategy for reducing drop-outs and the interviews with drop-outs and members of the Advisory Committee reveal that no strategies have emerged. It is clear that the subject is not being approached from the viewpoint of many students departing from a whole environment for much effort is made to pin-point a single cause of drop-out.

Residents do see the Model Cities Agency as a factor in reducing drop-outs and are cognizant of the teacher aide program in the schools. They do not regard the teacher aide program as a drop-out prevention strategy, but rather a measure to improve education and to ease the strain of integration for the teachers. Some community residents see drop-outs as a racial problem. The following statement was made often: "Blacks make up most of the drop-outs". Many interviewees couched their discussion as though it pertained to a Black, or low-income problem, or a combination of both. There is an awareness that transportation has improved educational opportunity for many low-income and minority children. But neither is this viewed as a drop-out prevention strategy. There is almost no recognition of the role the elementary school could play in preventing drop-outs. In the minds of many residents the secondary school is the place where drop-outs occur. The dichotomy between elementary and secondary assumes that the child undergoes a change in behavior and attitudes at this point. However, there is a belief that if the teacher aide program works well, children will be better motivated and their school performance will improve. It is clear that the obvious connection between improved school work and the capability of the school to hold pupils until graduation should be explained to the community.

Many residents interviewed regard recreation and after-school work programs helpful for drop-out prevention. It was noted that some residents felt that the extra income of NYC (Neighborhood Youth Council) and other programs helped children to continue in school. It was also pointed out that overlaps in the recreation and the school programs heightened interest in school, and thus, created a better feeling toward the overall school program.

The drop-out prevention strategy that most appealed to the residents interviewed was an "accounting" for children through truant officers

and an improvement in the after-school work program for needy children.

Community residents are not aware of teacher training programs and the efforts at educational improvement being made by the district. It would appear that the community residents interviewed and persons connected with the Model Cities process are in need of knowledge of present efforts to reduce drop-outs, as well as certain cumulative strategies that could be utilized in reducing the number of drop-outs.

C. Views from Businessmen

Only a minimum of interviews were conducted with business people. Those who were interviewed felt that the widespread canvassing of the business community would not be profitable because opinions and data that might be obtained would be consistent with what was gleaned from community residents.

However, some significant points were raised by the businessmen who were interviewed. There was a definite bias toward high school graduates, yet this was not expressed in cognitive terms. They said that they were looking for other traits than school performance. There were generalized expressions about a high school diploma identifying a better worker, and that a diploma shows the individual can be relied on to complete a job. When interviewees were given a paired comparison set of items, they did not respond in the same manner and the personal preferences of each surfaced quickly. There was a general agreement that the school system had the responsibility to resolve the problem of drop-outs. They also rated high the importance of home and environment on the incidence of drop-outs. Yet each one interviewed was struggling for a new and innovative way to handle the drop-out problem.

D. Perceptions of Drop-outs

Former drop-outs interviewed seemed to take a dismal view of the drop-out problem. The Blacks referred to discrimination a number of times. Most of them recalled their feeling of loneliness in a large building. Some questioned whether the beautiful building had much to do with their education. One expressed a hope for a "free

school", which she outlined in the quotation below.

> "Free schools are springing up in the West and East and people are attending classes in schools that are not state inspected, accredited, provided, and are learning more and enjoying IT -- and REMEMBERING IT. Time is change. For all those who can't wait there is ACTION."

E. Student Interviews

The criticism of students who were interviewed revolved around "schools being jails" and " they don't understand us" complaints. Yet, students also related to the difficulty of feeling at home in large school buildings, of adjusting to many teachers, shifting classes and some despair because of anomie.

F. School Staff Views

Among school people discipline and poor attendance are considered to be indicators of drop-out potentiality. There is a strong tendency to regard dropping out as a reaction to other problems and that once the other problems are removed, drop-outs will decrease. There is also a belief that drop-outs are larger for Black students than White students and that the problem is greatest in the Model Cities area. There is little recognition of the fact that though the rate may sometimes be higher, there is never an absolute larger number of Blacks who drop-out. There is no concerted thinking that the drop-out is a product of educational deficiency and of environmental pressures.

There is also a mixed feeling about innovative programs. Some reflect that "if we change the environment of the child, he will improve". In other words, change the quality of the child. Others seem to feel that if the school program is improved, the child will improve. In other words, change the school. There is no unanimity on this point.

In identifying potential drop-out behavior the staff seems to feel that discipline, low grades, and such factors are the means of determining the child who needs help to remain in school. It was characterized by one staff member as:

> "A potential D. O. in my estimation is one who is showing less interest in the school surroundings; he becomes lax in his lessons; he daydreams; he finds excuses to either leave school or to be sent from school; he begins to harrass the other children and causes disturbances in the school areas."

The staff appears to find reliable indicators of school drop-outs and drop-out behavior was not ignored. Each of the respondents was asked to name the indicators of potential dropping-out. No one failed to respond.

The concept of needs satisfaction is often used as a basis for discussing drop-out behavior; yet there is a wide disagreement among teachers as to what needs are being satisfied. Many of the administrators responding seem to feel that developmental needs of some children as they mature result in their leaving school as an adequate way of meeting these needs. The teachers, however, do not agree. The teachers see dropping-out as an end product, and do not think that as a rule there are valid reasons for leaving school. They hold a negative value judgement about any drop-out behavior. Thus, they give no consideration to alternatives to staying in school as a means of educating youngsters. Their views may be summarized in this terse quotation: "The community looks down on drop-outs. It regards the drop-out situation as somewhat of a problem and a nuisance."

Solutions suggested often run to vocational education, and there is little staff recognition that academically oriented students also drop-out. Many of the respondents emphasize the vocational nature of the needs of drop-outs, indicating that there is an underlying assumption that drop-outs are found in the lower end of the academic scale. There is little evidence that a hard data profile of the drop-out is known by the staff.

Subjects most often mentioned as indicators of drop-out potentiality are English, mathematics and history. This is no doubt true due to the

highly cognitive nature of these subjects.

There seems to be little acknowledgement of a correlation between test scores and drop-outs. The staff does not perceive tests scores as a means of indicating potential success in remaining in school. The rationale is: "He is not academically oriented; thus the tests do not really measure his academic potential, and therefore, the test does not tell whether he will remain in school".

The staff does feel that many drop out for economic reasons. They see the secondary school as a place where the monetary needs of children spiral (clothes, records, automobiles and other consumption items) and that the increased costs place pressures on students that cause them, when parents cannot supply the money, to seek employment, part-time or full-time. It should be remembered that this was not documented on the cumulative cards and there were not many instances where teachers could specifically recall a particular student that they personally had knowledge of who did indeed drop out of school for economic reasons.

There is a belief that the drop-outs are social isolates. The interviewers were often told that the drop-outs seemed to 'fade away". However, upon closer questioning in the interviews, it was revealed that many students who remained in school were just as alienated as those who left. The staff expressed the feeling that the drop-outs were not appreciated in the general community and that a high school diploma gave a measure of social worth to the individual who had one. This was also true in the interviews cited earlier, but there was a nebulous identification of what this worth was. It was not clear what it did for the person, but many interviewed insisted it did something.

Great emphasis is placed on the role of the parents in preventing drop-outs. Staff members feel that if parents were more cooperative there would be a greater holding power in the schools.

Additional data obtained by interviewing school staff regarding their perceptions of drop-out behavior is summarized below:

1. The hard subject approach as an indicator of potential drop-outs is questioned by some who feel that the indicator is a weak one and they cited examples of children who had difficulty but "stuck it out".

2. Home environment is viewed in many different lights ranging from a poor home with a strong parent or parents helping children, to economic security as a prime factor in school retention. Many of the staff feel that they have little knowledge of the home environment and suggest that some sort of program should be instituted to give them additional data on the home conditions of the children.

3. Discipline is viewed by some as a response to students who act out their hostility to school. This viewpoint was expressed by those who also hold the view that the drop-out is a product of his environment, rather than of his innate inability to do school work.

4. The community is viewed by some of the staff as apathetic about the drop-out problem. They see themselves as concerned with trying to get the community to move on the problem. They do not share the opinion of community groups that they are the ones interested in the problem and that the school personnel are not so concerned.

5. School personnel differ greatly with the children as to the definition of a loner. In the group perception study with the children it was determined that they viewed loners often as the "smart kids". Teachers feel that academic impediments create loners.

6. Supportive services are felt to be available for potential drop-outs, who do not take advantage of them.

7. Employment is considered by some of the staff to be an unimportant factor in drop-outs; however, some who are closer to industry and the mills feel that in time of prosperity the mills actively recruit students from the schools to meet their manpower needs.

8. Follow-up is viewed by some of the staff as the responsibility of the counselors. They cite the fact that the counselors are aware of students who enroll in adult education. There is no clear-cut definition in the perception interviews of teachers as to what they desire in the way of "follow-up" and there seems to be an assumption that the data would come to them if it were important.

9. Strategies for approaching the drop-out are not clearly indicated, and it may be that much ad hoc treatment of drop-outs is seen as the method of alleviating the situation. When asked to identify the first instance of drop-out behavior, generally some overt action such as truancy, discipline or failing is cited. Little thought is given to a systematic strategic approach of identifying seemingly harmless behavior, (day-dreaming, psychosomatic illnesses, etc.) as indicators of possible drop-out behavior.

10. Administrators place great reliance on attendance as a means of identifying the potential drop-out.

11. Combining the interviews of the administrators it is felt that they see the typical path of a drop-out as follows:

a. The student develops a set of values and attitudes that are divergent from those of the school.

b. The student begins to reduce his inputs to class discussions and home work.

c. The student begins to relate to out-of-school needs at a high level.

   1. Relating to peer groups, not necessarily in school.
   2. Relating to peer group activities in connection with the youth culture.

d. The student develops a need for money to participate in the youth culture.

e. The student develops a need for continuing sources of income.

f. The student develops a need for more mature supportive services. (Clothes cleaning, beauty needs, possibly medical care).

g. The student develops an anti-intellectual rationale to justify his seeking funds and employment.

h. The student develops a distrust of the school in satisfying his immediate needs.

This pattern is described as a composite of the behaviors that could be tracked by the staff. It moves from an attitudinal base through the need for material and object satisfaction, back to an attitudinal justification for the anti-intellectual behavior.

Some community persons gave additional data on follow-up interviews, and after reflection on the first interviews proceeded to amplify their perceptions.

1. The present economic situation in Spartanburg leads to the belief that a high school diploma is more necessary than ever before for sustained employment.

2. The study indicates an interest on the part of the school district in the drop-out problem. This interest is borne out by the school's efforts to reduce the classload and to keep on top of the integration situation.

3. The schools should approach the drop-out problem by increasing the counseling and guidance services. Community persons are cool to changes in the curriculum as being the most substantive means of reducing drop-outs.

4. Additional services should be provided for children in the area of health. There should be special services for the child with learning or physical handicaps. Again, there is not much thought of the child with a normal background as needing special services.

5. There seems to be additional belief that special teachers should be developed for the handicapped. Little attention is given to the institution of a comprehensive teacher improvement program.

APPENDIX B: Research and Development Design

Summary

This drop-out prevention assessment project, to be conducted by CES/Communication and Education Services, Inc., for the Model Cities Agency of Spartanburg, South Carolina, is concerned with a procedure to determine needs and to develop proposals that will reach the stated objectives of reducing drop-outs and utilizing such persons as have "dropped out" of school in effective programs of training, self-concept enhancement and community development. It proposes to provide data, based upon an assessment of present facilities and programs, that will target possible impact of proposed programs, and to suggest improved programs by providing data to decision-makers in the two agencies that will help them determine new programs and revisions within existing programs.

Decision-making is an integral part of this design and requires levels of action on the part of the agencies relative to the assessment of goals based on present programs, decisions as to new goals based upon perceived objectives, and the application for funding of new programs based upon analysis of present and potential resources. The research will bear heavily on analyzing data derived both from within the agencies (internal) and outside the agencies (external) and will use such data in the summaries submitted for decision-making. Much of the data will be obtained easily through simple collection devices, and some of the data will be bound to the perceptual fields of the decision makers and the neighborhood residents and will require more elaborate collection devices. The CES/ Communication and Education Services, Inc., effort also includes helping the Model Cities Agency and the Spartanburg Public Schools apply for federal funds to implement programs identified as needed through the research activity.

DESIGN SETTING

This design will be divided into two phases: Phase I, Program Assessment and Phase II, Program Development. Each phase will have the following elements:

Phase I

a. in-depth assessment of Model City Neighborhood factors leading to drop-out conditions

b. formulation of research objectives within schools of the Model City Neighborhood

c. collection of data for program planning

d. formulation of alternate plans and targets

e. development data in devising alternate decisions

f. assistance in technical aspects of identifying funding resources for possible application for program funding.

Phase II

a. collection of program application data

(concurrent with)

b. design of a program accountability system

c. assistance in developing program funding applications

d. follow-up approval process of application

It should be noted that Phase I of this design is based upon three general criteria:

a. development of a conceptual model in which data can be classified and organized

b. establishment of strategies for change based upon neighborhood and school data, and reports this data in means appropriate to the conceptual design

c. provide data in a way whereby decision-making may be accomplished

CES/Communication and Education Services, Inc., will provide the framework of concepts and data that will enable the Model Cities Agency and the Spartanburg Public Schools to take information and use it in a way which will eliminate alternative choices which have insufficient basis for acceptance.

PHASE I

I. General Design of Phase I

A. Setting the parameters of the drop-out study

It is essential that research be the basis for "decision-making". This leads to the following assumptions:

1. Research is the gathering of data that forms the basis for decision-making

2. Research is the gathering of data that leads to formation of alternate courses of action, both from the present structure and possible changes

3. Research data must be presented in a form that enables decision-makers to require no further translation

4. Different types of causes of drop-out require different types of research and conceptualizations

B. Research Design Objectives

The purpose of the CES/Communication and Education Services, Inc., effort will be to ascertain the drop-out related status of on-going neighborhood activity and the school system; present appropriate information about their operation, and collect and analyse further data to be reported to the agencies' decision-makers for their selection of alternatives for program revision and change. In each case, the decision-makers (the Model Cities Agency and the Spartanburg Public Schools) will determine the areas in which they wish to consider

programs which could bring about change.

C. Data Monitoring

It will be a major task of CES/Communication and Education Services, Inc., to point out the choices of the decision-makers by displaying areas of inconsistency, potential difficulties and the need for additional data to substantiate the choices made. Research will be supplied for those explicit statements of goals or objectives, set forth by the agencies, or related to implied goals arising out of the specific goals.

D. Unanticipated Research Needs

In supplying data, CES/Communication and Education Services, Inc., may have to provide data not anticipated in the original design. This research design assumes that the Spartanburg Public Schools have much of the standard educational systems data and that unique needs for data occasioned by the project in working with the Model Neighborhood life style will be open for collection and analysis. Should either the Model Cities Agency or the Spartanburg Public Schools know of any restriction in the use of or lack of normal school data, this fact will need to be pointed out before final research costs can be set.

II. Specific Design Details of Phase I

A. Pre-conceptions of decision-makers in both the Model Cities Agency and the Spartanburg Public Schools are the baseline for the assessment study, for the purpose of the research component is to provide data for these persons to make decisions regarding new program implementation and program improvement. This then leads to the determination of the data to be collected, for the data can only be useful and meaningful to their field of concepts. This essential point entails the collection of data, design development and construction of data collecting instruments that are meaningful to the decision-makers.

B. Data Collection Services will comprise such data as will be useful in choosing alternate goals or programs, and that data which will be used for decision-making.

C. Data Summaries will be essential in combining data in such a manner that the concepts of both agencies are included in data presented for program change consideration. These summaries may be either in the form of statements of recommendations, or descriptive in nature. In any case, they will include the field of concepts studied as an integral part of the summary.

D. Decision "briefs" will be provided in the form of statements of the problem as defined in the data and the "crucial" question arising from the research. This type of data will be useful for both the persons imbued with the authority to make decisions, and the persons charged later with program development duties.

E. Alternative courses of action will be provided as models based upon the conceptual fields defined in the assessment portion of the project. These will range from the simple "go/no go" categories to those involving complicated strategies of operation and inter-agency cooperation. Inherent in the presentation of alternative courses of action will be the two basic types of data provided: that data which is descriptive and leads to changed concepts, and that data which is recommendatory and leads to changed operational behavior.

In review, this research model presents five major areas of action, with decision-making by both agencies taking place at each level of operation. The first stage is the "need-to-know" status of the system as presently operating. This is the systems assessment data. There are data needs in the next stage related to the types of programs that will lead to success in reaching the stated objectives. This is the potential program selection data. There is data needed to insure that suggested new programs would operate within the parameters of

objectives and reach the appropriate target population. This is called program relevance data. There is need for data to insure that enroute research objectives are met and that unanticipated outcomes are recognized and managed. This is research design improvement data. There is data needed to insure that the decision-makers are able to study new courses of action or alternate courses of action that will allow for generalization of a program for an on-going structure and provide for improved permanence and program growth. This is certification data.

It is inherent in the discussion of the research design of CES/ Communication and Education Services, Inc., to point out that it is a dynamic design that requires Spartanburg Public School officials to interact with researchers throughout the study. This is in accordance with the need for accountability and relevancy.

Specific CES Activities in Phase I

1. Systems assessment will determine the gap between present operations and drop-out prevention goals and objectives. This will be in the nature of assessing the student population, the community and the school system in terms of present programs and concepts and proposed programs and conceptual changes. The systems assessment will be built on a "sub-systems" basis, with each of the agencies assessed in terms of their perceptions of specific objectives. System assessment does not entail making value statements regarding the operation and perceptions of the school system and its personnel. Rather, it is related to statements of objectives in terms of the desired final output. These activities will be classified as: ascertaining areas of decision-making; collecting data relative to system operations; providing summaries of data; and methodologies for collecting further data. This data will be of a comparative historical and descriptive nature.

2. Program planning alternatives will be suggested by research data so that critical decisions based upon the assessment may be made by the decision-makers. This will be done in the following manner. After the data has been summarized and presented to the agencies, proposed decisions are suggested by the decision-makers. At that time, the CES Research Unit will propose alternate paths for critical choice purposes and assess probable impact. This is done before new program activities are decided upon. The research unit will thus anticipate goal attainment and assess relative effectiveness of different courses of action.

CES/Communication and Education Services, Inc., will develop both internal and external data collection processes, so that data from the agencies chosen to implement activities will be well-defined. The data from non-systems personnel and agencies will be used to reveal any unanticipated outcomes. A major element of the internal data summaries will be to assist in determining activities which can be duplicated since they will be viewed in terms of the total system of agency and school operation. Much of the external data will be in terms of parallel activities in both local and non-local agencies and portions of the community not included in the "on-line" operations, thus taking advantage of the replicability of such successful activities. In developing the external and internal data, there will be wide use of the following techniques: simulation programs, Delphi techniques; and gaming and analytic devices.

3. Program alternative assessments will provide data to demonstrate the degree to which programs are consonant with stated goals and objectives and to determine the degree of anticipated inputs, with unanticipated inputs. This requires a high degree of specificity of the precise nature of the programs that may be anticipated for operational activities. It is a known fact that often what passes for similarity in program is quite different in operation between various schools, sites and agencies.

It will be a function of the CES Research Unit to determine if there can be similarity in implementation through reporting of this fact to the decision-makers in data summaries.

4. Program improvement services will be data collected to target and identify current successes in the programs that should not be altered in new programs. This function will enable the decision-makers to make certain that no unfortunate changes in the current program occur. This service will not be removed from the actual program operation and will be in the nature of studying "intervention" in that the Research Unit will be providing the decision-makers with the anticipated disruptive program elements which will change program operation adversely.

5. Program relevance services will provide data which will allow the decision-makers to make decisions relative to continuance, modification, and retention of existing programs. The types of data provided will be dependent upon the composition of the decision-making body.

High attention will be placed upon valid and reliable data within the parameters of current program objectives, for reliability and validity are only to be expressed in terms of stated goals and objectives. This is a non-intervention service by CES staff, and there is no contemplation that this data will be stated in any other terms than objective and quantitative measures.

Data supplied will be both in terms of community needs and goals, and educational needs and goals. This will enable the existing agencies to incorporate into their present structure means for causing change in both the Model Cities Neighborhood and its public schools.

PHASE II

Once the decision-makers of the Model Cities Program and the Spartanburg Public Schools have determined what programs are needed for their drop-out prevention program, CES would implement procedures

designed to maximize the involvement of school personnel in helping to frame the details of the program. CES would help develop all program proposals.

In developing proposals, CES would follow the steps outlined below:

Step One: CES would meet for two days with designated representatives of CDA, local school officials, and representatives of HEW. This would be a planning meeting to review all relevant current information about "need-to-know" requirements of prospective reviewers of information which is required in drop-out prevention proposals, and also would serve as a starting point in developing the coordination needed between CDA and the agencies who could help with funding. From these meetings would develop a basic listing of information which must be obtained before a draft of the proposal can be prepared.

Step Two: The CDA, local school system, HEW and CES staffs would gather needed information during the following days and CES would prepare a draft proposal within twenty-one (21) days after the completion of Step One. The information gathered would include field interviews and analysis of the educational system and sources of information which will be required in the project. All known elements of the proposal will be contained in the draft.

Step Three: The original planning group assembled in Step One would be reassembled for a review of the draft proposal. At this time, participants at the meeting will work out agreements covering the methods and procedures required to establish the cooperation between CDA and the Spartanburg Public School System required to assure that the project staff will be able to obtain the information and assistance needed to perform the work outlined in the draft proposal.

Step Four: The proposal will be prepared in its final form, including all supporting data, and submitted for consideration to the funding source.

CES would have fulfilled its obligation to CDA upon completion of the final proposal. The first step of proposal preparation could begin in early December, step two during the remainder of the month, step three at the end of the month, and the final proposal could be ready for submission by January 15, 1971.

APPENDIX C: Background Statement about CES

CES

A group of companies with a common product: response to the human problems of our changing society

CES, Inc. is the parent of a group of corporations, divisions, subsidiaries and affiliates engaged in providing a remarkable range of products, skills and services designed to overcome a great many of the problems of our growing society. CES, Inc., in addition to providing the financial and management structure for its unit-organizations, also serves as the marketing center for the services of all of the CES companies. This brochure lists the four primary corporations, each with its own satellite units, and the function of each within the overall structure.

CES, Inc., is a people-oriented service organization, in business to solve the unique problems of change coming about in America's social and physical life. Where innovation, experience and the combining of resources to meet unusual and highly specialized needs can be brought to bear on a problem, CES has the ability. It can deliver any resource, to meet any client's need.

CES/Communication and Education Services, Inc., provides systems program planning and development services for all areas of elementary, secondary and adult education, as well as other complex social and economic fields.

Program and project management are provided under direct contracts or subcontracts. Overall administration and operation of private and public educational undertakings are provided by a staff grounded in years of experience with the planning and implementation of programs of local, state and national scope.

In all CES-managed programs, a systems approach is used, in which all of the expertise and capabilities of other CES units and personnel are used to full advantage.

CES / Communication and Education Services, Inc., places a space age systems concept in the design and operation of programs geared to solve men's problems of living here on earth.

Working within the framework of management and information exchange programs, on international, national, regional, state and local levels, CES has developed a means of interrelating larger resources to respond to specific social and economic needs. The effect of this inter-relationship between a stated need at one point and the existence and subsequent use of resources at another, often distant point, is the solution to a problem or, more often, a complex set of problems.

But CES provides more than an innovative system. It can design, install and operate the system for as long as it is needed and, as a necessary part of the overall program, undertake the job of communicating the meaning and working of each phase to the people who work within or are affected by the system.

CES / Community and Educational Specialists, Inc. provides technical assistance to state and local governments, school districts and institutions of higher learning, in an effort to secure financial resources.

When a client needs support for development, research, planning, program expansion or project implementation—or all of these—this CES corporation organizes a program to relate the specific needs of the client to existing and potential sources of funding, then works on the client's behalf to complete the work of matching need with resource.

CES works closely with all levels of government and with private foundations. Formal and informal staff work is provided. Public relations services are brought into play when they are needed. Proposals, presentations and all requisite documents are developed and directed to sources of funding.

Again, CES draws upon its own pool of human resources to provide all of the elements needed in a successful search for funding. And through its broad geographic base on both the East and West Coasts, in the South and Midwest, and in Washington, the CES staff maintains a daily contact with agencies and non-public groups best able to provide resources for client needs.

CES / Commercial and Educational Studios, Inc., is the audio-visual arm of the CES organization. A fully staffed motion picture, AV-production and advertising-public relations unit, this corporation has brought together one of the finest pools of talent and experience in the field of public communications.

Motion picture production (and, within recent months, the relatively new field of videotape) is provided by Pathway Films, Inc., a CES subsidiary. Pathway's staff has brought many years of experience to bear on high quality industrial and educational 16-millimeter films. Pathway Films, Inc. has first-line capability for any sound-and-color film, and has produced films for private industry, government, and projects funded by foundation grants.

Through Duncan Studios, another CES affiliate, the full spectrum of audio-visual services is provided, from a simple slide presentation to a complex multi-media show.

Another affiliate, Joseph Reisner & Co., Inc., provides the services of a complete, recognized advertising agency, with all of the professional services expected and required by industry or education, not only in printed media but TV and radio as well.

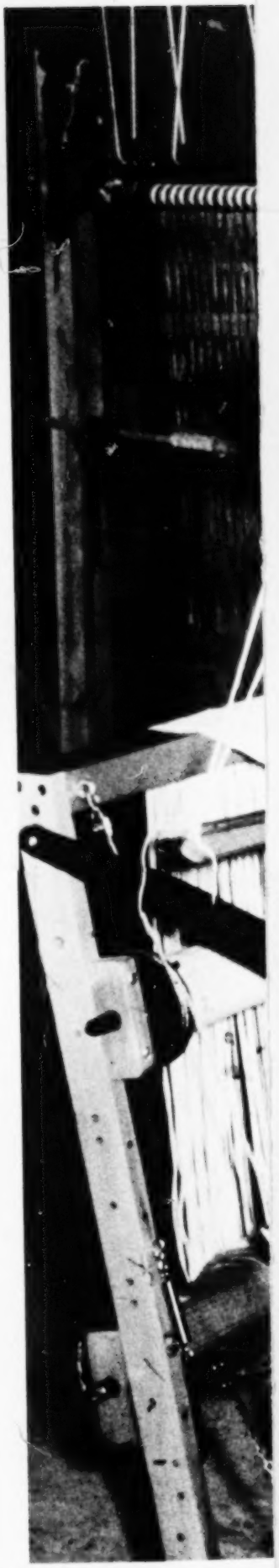
For the development of public information programs, CES / Communication and Editing Services provides all of the talent and services required to prepare original manuscripts, news releases, articles and scripts for radio and TV broadcasting.

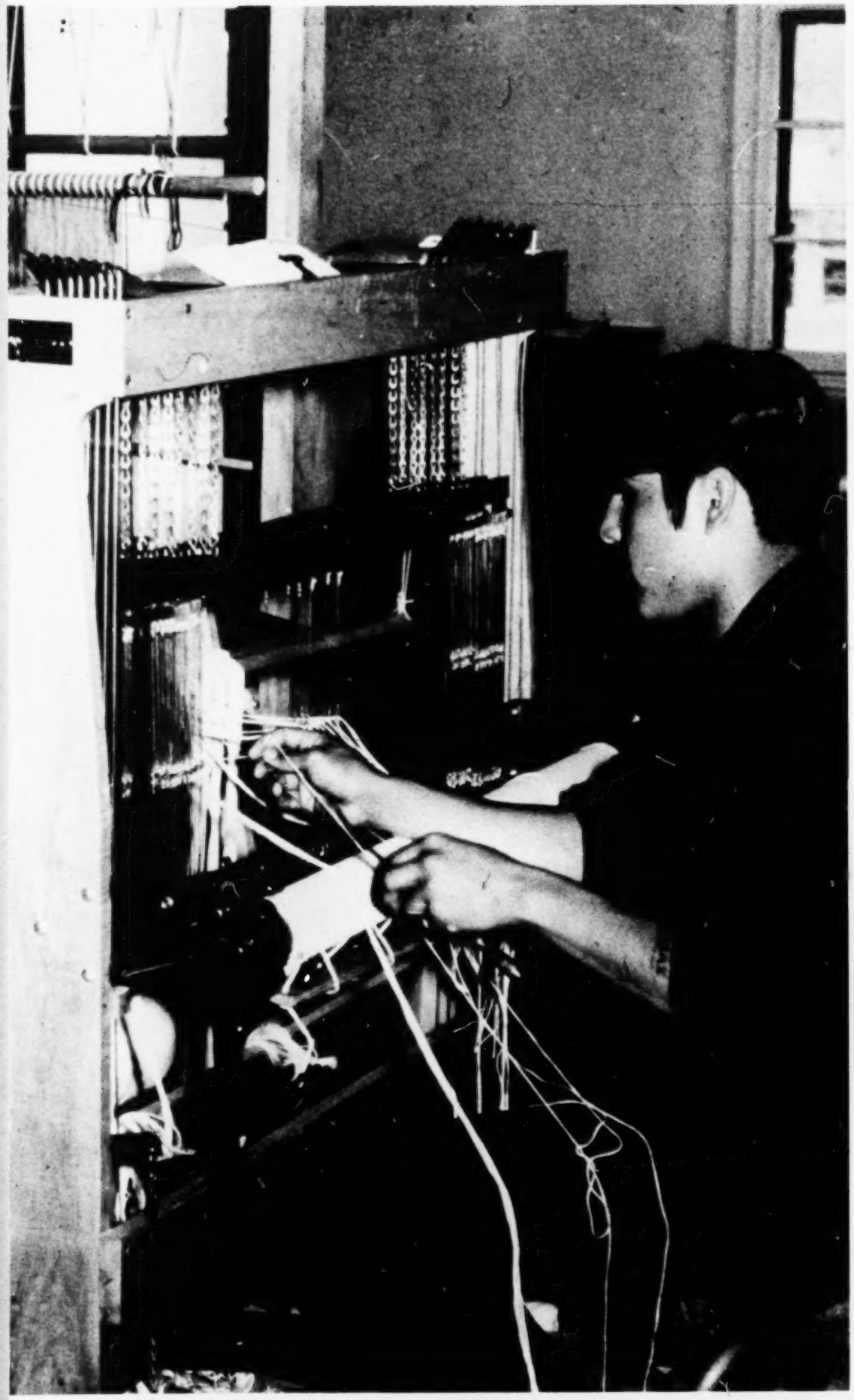
Because the needs of the clients of CES are unusual—often requiring responses for which there are no precedents—innovation is the key to the CES approach to its programs and projects.

CES / Criminology and Enforcement Specialists, the newest of our divisions, is a completely logical step for CES. A great many of the factors in today's new awareness of the need for criminal rehabilitation are those of education, communication, project development and program administration. Essentially, CES is well equipped to attack the problem of crime prevention and prisoner rehabilitation with its existing facilities. With the added strength of a staff of experienced enforcement experts, penologists and institutional educators, we are able to offer all levels of government and concerned citizen groups a ready, capable source of action and implementation.

In any given assignment, CES assumes whatever degree of responsibility the situation requires. In Chattanooga, starting in Autumn, 1970, CES designed a complete Adult Basic Education program as a national demonstration project within a Model Cities setting. CES provided every element of the program, from curriculum through training of teachers and paraprofessional aides to child care for parents enrolled in the program.

During the Spring and Summer of 1970, Pathway Films produced a thirty-minute color motion picture for the Institute of American Indian Art, at Santa Fe, New Mexico. Narrated by Vincent Price, the film was designed primarily to recruit students for the school; to inform young Indians about the school and its remarkable programs in all of the arts. Secondarily, the film was used to tell the non-Indian public about the work being done by the Institute. The film has appeared on television many times, and has received excellent critical acclaim simply as a fine film. But more importantly, it has achieved its objective, through a wide circulation in Indian schools and in showings in areas of high Indian population density.





February 1 is a significant date in Indiana & Michigan Electric Company's campaign to make a major contribution to cleaner air in the Michiana South Bend area. Units 1 and 2 of our Twin Branch Generating Plant have been taken out of operation. The result will be a substantially lower particulate emission released to the atmosphere.

But that is merely the opening salvo in our desire to clean up the air. Our plans originally called for installation of the most modern electrostatic precipitators, which would have effectively eliminated virtually all particulate emissions from the remaining three generating units. We were prepared to invest the necessary sums of money to accomplish this. But the Indiana Air Pollution Control Board has proposed that equipment also be installed to remove sulfur dioxide (SO_2). Unfortunately, the technology to accomplish this is still in the development stage. I&M and other utilities in the industry and equipment manufacturers are working hard to develop such sulphur removal equipment.

Technology promises it will, hopefully soon. Meanwhile, shutting down the two oldest generating units at Twin Branch Plant underscores our desire to help clean the air here while providing the necessary supply of electric energy for homes, businesses and industries in this area.

INDIANA & MICHIGAN ELECTRIC COMPANY

Nuclear Power Countdown

Thousands of yards of concrete, tons of steel and millions of dollars were involved in the construction progress of the Donald C. Cook Nuclear Plant in 1970.

The tempo of activity will be accelerated this year, continue in 1972, and lead to operation of the plant's first 1,100,000 kilowatt unit in 1973. The companion 1,100,000 kilowatt unit will go in service in 1974.

Last year was one of significant milestones at the plant. Receipt of permits from the Corps of Engineers for construction of a temporary harbor and the plant's circulating water system intake pipe in mid-summer broadened the scope of the giant project. In October the first overseas ship docked with 750 tons of equipment. Another 750 ton load was accepted in November.

Meanwhile, more than 1,100 skilled workers swarmed over the plant area pouring concrete, erecting steel, and installing piping that in two years will become one of the world's largest nuclear power plants. With the arrival of warmer weather, the work force will swell to 2,500.

By the start of this new year, the plant had logged some awesome construction statistics. More than 1,000,000 man-hours of the 2,000,000 cubic yards of concrete had been poured. 16,000 tons of reinforcing steel had been erected.

Work will resume in spring on the plant's circulating water intake and discharge conduits which were approximately 30 per cent complete before the advent of cold weather.

It is anticipated that plant progress will be advanced enough by this summer to permit removal of the cofferdam that was necessary originally for construction of the foundation and a dewatering system.

And, in accordance with the Corps of Engineers permit received last July for construction of a temporary harbor, the harbor, too, will be removed by July 1973, and the shoreline restored to its natural state.

Meanwhile, the Great Lakes Research Division of the University of Michigan is conducting 26 studies on a variety of environmental factors. (All scientific studies and progress reports are available to the public at Cook Nuclear Center adjacent to the plant site.)

The historic nature of the project and attributes of the plant's hilltop neighbor have made Cook Center a mecca for sidewalk superintendents. More than 70,000 people watched construction activity last year from a large picture window at the Center.

Formally opened to the public July 1, the Center already has established itself as one of southwestern Michigan's leading educational attractions. Students, civic leaders and citizens from throughout the Tri-State area have been guests and visitors have registered from all of the 48 contiguous states and a dozen foreign countries. Theatres and exhibits at the Center offer guests an informative insight into the age of nuclear electricity.

Built in strict compliance with all federal and state regulatory requirements, Cook Nuclear Plant will more than double the generating capacity of Indiana & Michigan Electric Company. This assures I&M's 350,000 customers of the availability of all the electricity they will need for maximum convenience and economic growth as well as taking a giant step toward a cleaner environment.

I&M remains confident that once the plant goes into service, nuclear power will be fully recognized for what it is: the safest, cheapest, most efficient power known to man. Meanwhile, construction of the Cook Nuclear Plant continues to make a major contribution to the economic growth of the area while carefully preserving the natural environment.

INDIANA & MICHIGAN ELECTRIC COMPANY

The two advertisements above were produced by CES-affiliated Joseph Reisner & Co., Inc., as part of the Indiana & Michigan Electric Company's on-going public Information program in the broad area of ecology. In the environments of some fifteen daily and weekly newspapers throughout Southwestern Michigan and Northern Indiana, the advertisements stood out strikingly,

the key people at CES

Lynn Mack, president of the CES companies, has spent his working life in the areas of education, systems design, group relationships and fund raising. His management expertise in these and their related areas has been proven many times, in a range of situations that are almost always unique and totally without easy precedents to follow.

For three years prior to forming the CES organization, Mack served in supervisory and directorial roles with the National University Extension Association at the NUEA's Management Center, Silver Spring, Maryland. Much of his work involved the preparation of proposals leading to the award of contracts from government, foundations and industrial sources. As grants were awarded, it then became his responsibility to direct the functions and activities concerned with fulfilling the purposes and provisions of the various awards.

In 1967 and 1968, NUEA, under a grant from the U.S. Office of Education, conducted a series of training institutes at 28 universities to prepare teachers and school administrators for Adult Basic Education programs; a phase of the national attack on adult illiteracy as provided for by the Adult Education Act of 1966. Individual teachers in this program subsequently assumed the training of other teachers in states and communities throughout the country.

Before his service with NUEA, Mack was Deputy Director of the Atterbury Job Corps Center; a position that involved everything from the purchase of food to communication with members of Congress.

Mack's career actually started during his senior year at Valparaiso University, from which he graduated in 1959. He entered politics as campaign manager for George H. Bowers in the latter's campaign to unseat Charles A. Halleck, the then-Minority Leader of the House.

After a period of service with the state government of Indiana, where he served first as Assistant to the Director of Public Works, later as Assistant to the Commissioner of Administration, he worked with a research organization in the field of public opinion as it related to voting and political choices. He then left to accept a post with Roosevelt University, Chicago, as the Director of Institutional Research and the Business Manager of the university.

Ollie Miller, a native of Battle Creek, Michigan, served as a fighter pilot in the Army Air Corps during World War II. After his discharge with the rank of First Lieutenant, in 1945, he enrolled in the Radio Institute of Chicago, to learn the then-new field of television production. He subsequently served for six years as Associate News Director for two network affiliates, in Fort Wayne, Indiana, introducing this market to the "sound on film" live interview concept, and producing several documentary films.

In 1961, Miller became a member of the press staff of the Governor of Indiana, in charge of filming and recording conferences and major events in which the Governor was involved. Then, in 1965, he left to accept a post in administration and public affairs with the Atterbury Job Corps Center, in Indianapolis.

In 1967, he joined the Westinghouse Electric Corporation's Socio-Economic Group. With the title of Human Factors Sub-System Manager, he also served as a member of the Four Corners Regional Commission; an organization devoted to the development of American Indian interests in the multi-tribal area where Arizona, New Mexico, Utah and Colorado touch one another.

It was his work on behalf of Southwestern Indian tribes, and a reputation among Indians throughout the country as a genuine friend of these people, that ultimately led to a foundation grant for a documentary motion picture on the Institute of American Indian Arts, described elsewhere in this presentation.

In his work with CES, Miller wears a number of hats. He provides all of the production and direction knowledge and talent used in CES's output of films, TV concepts and audio-visual presentations. He does much of the still photography used in CES project materials, and supervises all of the sound recording used in both presentation and educational AV concepts produced by CES. And his services as liaison representative between the diverse groups and individuals involved in CES projects reflect years of experience in, very simply, "getting people to get along."

Joseph Reisner, depending on the situation at hand, is either an artist-designer with the ability to write, or a creative writer with an uncommon knowledge of graphics and film technique. In either characterization, he serves the CES organization as Creative Director and Senior Consultant for Public Relations.

Born in New York City, a 1941 graduate of Horace Mann School, he attended Grand Central Art School and the Art Students League, then entered the advertising business as an artist with a major advertising agency.

After wartime service in the Army, beginning in 1944, he remained in the peacetime service until 1947, serving as Art Director, grade of Master Sergeant, for the Recruiting Publicity Bureau, New York City. After discharge, he joined an advertising agency as Assistant Art Director.

Interested in graphic production, he completed an appren-

ticeship as a photoengraver in order to learn the technical side of his field. Then, in 1950, he moved to Michigan where he became the owner of a photoengraving plant. He sold the plant to a larger firm, engaged in printing and platemaking, and joined the company as its Art Director-Production Manager.

In 1955, Reisner joined a group of insurance companies to establish the organization's first advertising department. He remained in this post until 1958, when he formed his own advertising agency, Joseph Reisner & Co., Inc. He is the holder of seven awards for design and advertising concepts.

In the late 1960's, Reisner teamed with Ollie Miller in the field of film production; a symbiosis that ultimately proved very successful. He has, in recent years, served as illustrator for a successful series of five juvenile books; the cartoonist-animator of innumerable promotional booklets and TV commercials, and the designer-illustrator of a "peace" poster which has gone into its 100,000th printing since 1969.

Edgar Easley, Vice President, CES/Communication and Education Services, Inc., brings a long history of accomplishment to his post as director of educational projects for the CES organization. Nationally recognized for his development of innovative teaching systems for adult basic education programs, Easley served as Chairman of the National Advisory Committee on Revision of Adult Basic Education Teacher Training Curriculum. During the period in which the U.S. Office of Education sponsored regional specialists in adult basic education, Easley was chosen to coordinate the work of State and local Adult Basic Education administrators and teachers, to build strong ABE programs in California, Arizona, Nevada, Oregon, Washington, Alaska, Hawaii and the U.S. territorial possessions in the Pacific.

Immediately prior to joining CES in September, 1970, Easley was on the staff of the University of California at Los Angeles. Before joining the university, he served in administrative, teaching and counseling positions with the Los Angeles City School District. Earlier, he taught in the Chicago school system. He received his education at UCLA, University of Southern California, Chicago Teachers College and DePaul University.

Intensely interested in all aspects of adult basic education and its logical adjunct, vocational training, Easley is and has been both an official and a member of many professional organizations, including: National NEA Convention; California Education Association; California Council for Adult Education; Frederick Douglass Child Development Center; Wilshire-Hollywood Committee on Aging (past president).

Dorothy Leavitt serves the CES group as an acknowledged authority in the areas of research and editing. And, as her "second specialty," brings to us a scholar's knowledge of the workings of the United States Government, developed over more than 35 years in Washington.

A graduate of Smith College, Miss Leavitt came to Washington in 1933 as the Administrative Assistant to the Hon. Herman P. Kopplemann (deceased) MC. She remained in this post for the Congressman's five terms, supervising and administering his staff; handling all correspondence, research into legislative matters, press and public relations; and serving as a speech writer.

Author under her own name of two books for teenagers ("Adventure on the Potomac" and "Adventure on the Tennessee"), she is also the author of several ghost-written texts. The current issue of *Book of Knowledge* carries her article on Washington, D.C. She is listed on the Library of Congress roster of recommended researchers.

In 1970, a book about the U.S. Senate was published by Coward McCann, ghosted by Dorothy Leavitt for a U.S. Senator. The same year saw her embark on two major research projects: a history of the lives of 26 artists, from Michelangelo to Beckmann; the other a book about some 30 towns on the eastern coast emphasizing their state of being from the Revolution to the Civil War.

Al Dutton is one of the country's best-known prison reformers. As warden of a prison in the Georgia State penal system, he brought major reforms to a prison long left in the backwashes of neglect and outdated practices. Earlier, in the role of Assistant Director, South Carolina Department of Correction, Dutton helped bring much-needed changes to the department's penal institutions by drawing on the combined experiences of correctional experts throughout the country.

A native of Oklahoma, born in 1920, Dutton has spent more than twenty years in the correctional field. He is a fervid advocate of experience sharing. The result of this exchange has been a growing trend toward innovation in the official approach to confinement, education of prisoners, and rehabilitation. The biggest share of credit for this new realization of the role of the penal institution can go to organizations like the American Correctional Association, and to men like Al Dutton.

To CES's Criminology and Enforcement division, Dutton brings expertise in a highly specialized, little understood field. He has a wealth of practical knowledge in prison administration. And he has, in a recent tenure as consultant to the Oklahoma State Superintendent of Public Instruction, worked in many areas of adult education.

About the pictures on the front cover: These were not posed, but were the result of the meeting of a very warm lady—a teacher in an Athens, Georgia, inner city school—and a frightened little girl on her first day. Ollie Miller caught the sequence on film as a part of an audio-visual presentation produced by CES for the Athens Model Cities Program. The presentation was ultimately shown to a conference of Directors of Urban Education, U.S. Office of Education.

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